



# Martin Luther King, Jr. Elementary School

Roosevelt Elementary District

4615 S. 22nd Street, Phoenix, AZ 85040-2595

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Kelly Solomon  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.rsd.k12.az.us/~king](http://www.rsd.k12.az.us/~king)  
**E-mail:** [solomonk@rsd.k12.az.us](mailto:solomonk@rsd.k12.az.us)

**Grades:** Pre-K-3  
**2001 Enrollment:** 400  
**Phone:** (602) 232-4910  
**Fax:** (602) 243-4910

## ▼ School Overview ▼

### Mission

The mission of Martin Luther King, Jr. Elementary School is to provide every child with the opportunity to learn and develop his/her individual potential and talents including respect and self-esteem through the use of current strategies and technology in a multicultural environment with the highest expectation of students, parents, staff and community.

### Organization and Philosophy

- w Magnet Program
- w Traditional
- w Self-contained Classrooms
- w Collaborative Teaching

### School/Academic Goals

- w Students are actively engaged in an integrated curriculum which provides a seamless transition from Head Start to grade three.
- w Students will show achievement as measured by the Stanford 9, AIMS, report cards, portfolios and the District Achievement Test in all subject areas.
- w We will continue to support a strong collaborative foundation which supports best practices, teaching strategies and methodologies.
- w To communicate effectively with parents and patrons of the school.

### Instructional Programs

- w Gifted Magnet
- w Bilingual Magnet
- w ASU Service Learning Program
- w ESL--Adult Program
- w Full-day Kindergarten
- w On-site Special Education
- w Head Start
- w Waterford Early Reading Program

### Enrollment

October 1, 2000 School Year Student Enrollment:	434
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	45

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Software and Instructional Materials  
 w School Policies and Procedures  
 w Monitor Title I/Comp. Sch. Ref. Prog.  
 w Extracurricular Activities  
 w Plans Staff Development Activities  
 w Parent Involvement Activities

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	2.00	Teacher Aide	5.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	6	6	0	0
7 to 9 years	1	0	0	0
10 or more years	1	3	0	0

## ▽ Shared Responsibilities ▽

### School

To prepare students academically through advanced technology for the 21st Century. To communicate activities of the school. To provide progress reports and opportunities for conferences. To provide discipline according to guidelines. To provide a friendly and caring environment. School provides textbooks, instructional software, materials and supplies.

### Parents

Student attendance. Reporting absences and tardies. Student behavior. Child's homework. Change of telephone number/address. Appropriate medical record information. Parents will stay aware of what their child is learning. Support the school's rules of conduct and dress code. Establish a time and place for homework.

## ▽ Transportation Policy ▽

Boundaries: North-Salt River; south-Roeser Road; east-24th Street to 28th Street, west-16th Street. Students living in the area between 24th Street to 28th Street south of Broadway will attend Brooks Academy. School buses available for students enrolled in the regular, bilingual, gifted, and Special Education programs.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	7/30/01
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/30/02

**Operates on Year-round Schedule**

### Report Card Release Dates

8/4/01	1/11/02	3/28/02	5/30/02
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### Additional Calendar/Report Card Information

Students receive computerized progress reports mid-way through grading period.

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Waterford Reading Lab	W Large Multipurpose Room
W Large Playgrounds with Equipment	W Computers in All Classrooms

### Extracurricular Activities

W Parks and Recreation Program	W Chorus
W Student Council	W Superintendent's Reading Club
W Family Math/Science	W Reader's Theatre
W Adult ESL Classes	W Backpack Reading Project

### School/Community Resources

W Fire Pal	W Intervention Specialist
W Afterschool Recreational Program	W Counseling
W Nurse Practitioner Health Services	W Head Start Program
W Police Resource Officer	W Social Worker Services

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |                                                            |                                                              |
|------------------------------------------------------------|--------------------------------------------------------------|
| w Comprehensive School Reform Demonstration Program.       | w Wells Fargo grants awarded to three teachers in 1999-2000. |
| w Three student winners of the Scholastic Writing Contest. | w Teach for the Future Program awarded through Intel.        |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	97.2 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	22.9 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	3.5 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	3.1 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	98.3 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	1.8 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
US Postal Service Awards ML King Stamp	2000
Project GOALS	2000
Martin Luther King State Recognition Award	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	94	492	25%	23%	42%	8%
	State	60969	521	11%	18%	44%	27%
Writing	School	93	503	25%	11%	61%	1%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	95	468	37%	29%	28%	4%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	69	36	60
2	Reading	--	--	--	--	--	--	81	24	50	81	18	52	82	22	53
	Language	--	--	--	--	--	--	86	17	40	87	12	43	92	15	44
	Mathematics	--	--	--	--	--	--	88	26	51	87	18	55	96	18	57
3	Reading	82	29	44	97	19	47	90	24	47	77	24	48	83	23	50
	Language	86	27	45	76	28	49	90	33	51	79	34	54	86	32	56
	Mathematics	84	21	41	100	17	46	88	24	49	79	21	52	85	22	54

## ▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>75</b>	<b>61</b>
<b>Grades 3-4</b>	<b>***</b>	<b>***</b>
	*Less than 10 students matched	***Not applicable

## ▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Martin Luther King, Jr. School has put into place a strong assertive discipline/incentive program. In conjunction with our SRO, Intervention Counselor, Social Worker and a committee of staff members, the results of this committee have been very positive for our children. The work of this committee has reduced the amount of discipline referrals dramatically. Community Town Hall meetings are held in an effort to address safety issues in our community.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$844	\$439,897
Classroom Supplies	\$4	\$2,073
Administration	\$202	\$105,107
Support Services-Students	\$159	\$82,952
Other Support Services and Operations	\$1,178	\$614,087
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$2,386</b>	<b>\$1,244,116</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$533,455.55 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Mr. Kelly Solomon	(602) 232-4910	
<b>Transportation Policy</b>	Murray Siedel	(602) 243-4852	
<b>Community Resources</b>	Mr. Kelly Solomon	(602) 232-4910	
<b>School Nutrition Programs</b>	Lois Stansbury	(602) 243-4830	
<b>Parent Organization</b>	PTSO	(602) 232-4910	
<b>Student Health/Nurse</b>	Cindy Kurash	(602) 232-4913	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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